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Week 6 Assignment

Chapter 10

“I DID NOT PANIC:, CREATING HISTORICAL NARRATIVES

Summary:

How historical narratives can benefit all students. It lets students have other sources to look at besides just primary sources. It talks about how fifth grade teacher Pamela students always wanted to wear Confederate uniforms because they were cool not because they understood or enjoyed the history behind it. Pamela decides to prepare her student better for understanding the historical context. She comes up with list of questions to ask her students to have them look more in depth into the story. The next day Pamela introduces a variety of other sources for her students to learn more about the history she is teaching. She let her students have debate about subjects and explained to her that they had to all be supportable interpretations. Teacher has the student write in their journal each day about Hugh. This gives the teacher clues on how her students understand the sources they are using.

The key ideas I found from this chapter:

Asking questions

What would you need to know in order to write story?

How does the author help you understand how the characters are feeling?

Could this story have been told from another point of view?

The introduction of primary sources was great too:

Public Documents with examples,

Family Records,

Newspapers

Samples of personal Writings

**Chapter 10:**

**Analyzing Students’ Historical Narratives**

**Summary:**

Talks about how the teacher Pamela planned different ways to assess her students work. She did this with writing but was worried about how to do this with historical writing. So she made analysis sheet with her students. This let her students provide historical arguments for why each scene was significant and think more in depth about the history. This kind of assessment is key to having your students think more historically. It benefits both teacher and students. This assessment also provides a great source of data for explaining students’ progress to their parents or guardian. In historical understanding the structure of narratives encourage readers to recognize the human’s aspects of history and to develop a better sense of its interpretive and tentative aspects. They may also help student maintain a balance between the abstractions of history as an intellectual exercise and history as an ongoing part.

Highlights I enjoyed

The Assessment guideline for historical writing it gave clear questions and observations on it. I think it would be great tool in my class to help students think more about history. I think it’s great that the student, teacher and parent all of access to it.

I also agree that history narratives are very important for students. It lets students make connections with what they are learning. It has students make is more meaningful and want to learn about it.